

## Sample Syllabus

History of Race and Sex in America

01:512:366

Summer Session, I

Discussion meetings: Th 1:00-4:00pm

Instructor: Shaun Armstead

### Course Description

A society's belief systems, values, and mores can be discerned from how it treats race and sex. The enduring racial and ethnic diversity of the United States lends itself to this historical consideration. This course considers the influence race, sex, and gender have had in Americans' lives from the colonial era to the late twentieth century/early twenty-first century. Together, we will examine how these concepts have propelled historical developments such as U.S. American empire, surveillance, the gendering and racialization of space, to name a few. In this way, this course reflects on how the combination of race, sex, and gender have limited some groups' access to U.S. citizenship.

### Assigned Readings

There is no assigned text. I will upload pdfs of each reading on Canvas.

### Students with Accommodations

Students in need of additional measures to aid their learning experience should contact me the first week of class. Notifying me promptly of any accommodation you may require will allow me to work with you to create a positive and beneficial academic environment suitable to your needs. If you have not already done so, you will need to register with the Office of Disability Services, [Lucy Stone Hall](#), Livingston Campus, 54 Joyce Kilmer Ave., Suite A145. **Phone:** (848) 445-6800 • **Fax:** (732) 445-3388.

### Online Course Requirements and Policies

#### Cellphone Policy

Understandably, emergencies arise that require immediate attention. If such an instance occurs, please feel free to exit the digital classroom (muting your microphone and turning off your camera/exiting the Webex room to take the call) Otherwise

## **Sample Syllabus**

visible phone use will result in a reduced participation and attendance grade.

### **Email Policy**

The official form of communication for Rutgers University is Microsoft Outlook, not Scarletmail. University policy prohibits student-instructor correspondence through Scarletmail accounts. Please provide me with your Microsoft Outlook emails and initiate all correspondence from that platform.

### **Participation and Attendance (10%)**

Everyone's participation is crucial for developing a class atmosphere where we can all learn from each other. I cannot stress this enough. All students are expected to attend every class ready to contribute to discussion. That said, I will forgive one absence due to faulty equipment. If you cannot come to class, please notify me via email of your absence within 24 hours. If this isn't possible, please contact me as soon as possible to discuss making up work from that day.

### **Discussion Lead (10%)**

Each Thursday (Tuesday on week 6) a group of 3-4 students will lead our discussion of the texts. Please email questions to me by Wednesday at 7:00p.m.

### **Midterm Exam (25%)**

The midterm will include terms discussed in class and the readings to identify and two short essays. The exam will be timed and administered through Canvas. There will be a study review beforehand.

## Sample Syllabus

### Final Exam (25%)

The final exam will be the same format as the midterm. It will cover material considered after the midterm exam.

### Response Papers (30%)

There will be 2 3-page response papers to the readings in this class. These papers should demonstrate understanding of the arguments the authors made as well as your assessment of these arguments.

### Plagiarism

One of the goals mentioned above is for students to learn to articulate their thoughts coherently and compellingly in written form. Stealing another's intellectual work denies students the opportunity to improve their writing skills, aside from being academically dishonest. **Please do not plagiarize.** If you have concerns about your writing, please come talk to me during my office hours or by appointment. If I suspect plagiarism has occurred, I will comply with the Academic Honesty policy at Rutgers University.

### Course Grade Scheme:

Participation & Attendance: 10%

Discussion Lead: 10%

Midterm 25%

2 Response Papers: 30% (15% each)

Final Exam: 25%

## Sample Syllabus

### Course Schedule

#### Week 1

- Introductions and syllabus review
- Discuss
  - midterm
  - Final
  - Study tips
  
- Race, Sex, and Power, I: Early America
  - Reading: “The Means of Sexual Coercion: Identity, Power, and Social Consent,” in Sharon Block, *Rape and Sexual Power in Early America*, (North Carolina: University of North Carolina Press, 2006) 53-87.
  - Anne McClintock, “Family Feuds: Gender, Nationalism and the Family,” *Feminist Review* 44, (Summer 1993), 61-80.

#### Week 2

Debates of the Century: Abolitionism and The Woman Question, and the Eve of Reconstruction

- “Wet Nurses for Sale or Hire,” Stephanie Jones-Rogers, *They Were Her Property: White Women as Slave Owners in the American South* (New Haven: Yale University Press, 2019), 57-80.
- “Race and Manhood,” Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*, (Chapel Hill: University of North Carolina Press, 1996) 61-89.

**\*\*\*Paper 1 due\*\*\***

#### Week 3

Stabilizing Race and Gender, Policing Sex: Cities, Borderlands and Empires during the Gilded Age

- Read: “Dancing and Carousing the Night Away,” Tera Hunter, *To ‘Joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War* (Cambridge: Harvard University Press, 1997), 168-186.
- **Midterm**

## Sample Syllabus

### Week 4

The Rise of the New Negro and the New Woman and Interwar Era Respectability Crises

- “‘I Have My Own Room on 139<sup>th</sup> Street’: Black Women and the Urban Sex Economy,” LaShawn Harris, *Sex Workers, Psychics, and Number Runners: Black Women in New York City’s Underground Economy* (Urbana: University of Illinois Press, 2016), 123-166.

### Week 5

Challenges to Patriarchy and White Supremacy: Race and Sex in the Civil Rights Movement and the Cold War

- Read: “Walking in Pride and Dignity,” in Danielle McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (New York: Alfred A. Knopf, 2011), 84-134.
- “The Militant Negro Domestic, 1945-1965,” Ashley Farmer, *Remaking Black Power: How Black Women Transformed an Era*, (Chapel Hill: UNC Press, 2017), 20-49.
- Listen to Code Switch Podcast episode “The Original Welfare Queen”

**\*\*\*\*Paper 2 due\*\*\*\***

### Week 6

Conclusions: Sexual Citizenship and Reclamation of Self: Race, Gender, and Sexuality at the close of the Twentieth Century

For discussion on 06.30.2020

- “Uses of the Erotic: The Erotic as Power,” in Audre Lorde, *Sister Outsider*, (Berkeley, CA: Ten Speed Press, 1984).
- Watch: *Paris is Burning*

## Final Exam